

The University of Texas at El Paso
RED 4338 Literacy & Language Arts Methods (CRN: 25789)
SPRING 2019

Instructor: Dr. Kathleen Mein
Email: kmein@utep.edu
Phone: 915-747-8045
Office: EDUC 813

Thursdays, 9:00-11:50 AM
Location: **Mesita ES/3307 N. Stanton St.**
January 24—May 16, 2019
Office Hours: Monday & Tuesday 8:00-9:00 AM
12:00-2:00 PM; Wednesday 12:30-1:30 PM Online &
TH-12:00-1:30 Online/Mesita ES or by Appointment

Course description:

This course introduces methods and resources for teaching literacy in the elementary grades. The course will provide research-based literacy practices and prepare students to engage young learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on emergent bilingual students (English language learners). Ten (10) hours of field experience is required. Prerequisite: RED 2330 and ECED 4335.

Course objectives:

This course addresses organization of a language arts program and provides pre-service teachers with the foundations of literacy methods, writing processes, and study and inquiry skills. Participants will learn how to organize the classroom language arts environment and pedagogy, methods, strategies, and materials to meet the individual needs of students. Instructional approaches to meet the language and literacy learning needs of English learners will be addressed. During the field experience component, participants will have the opportunity to actively engage in instructional and educational activities at Mesita Elementary School. The course will provide numerous opportunities to connect theories of reading and writing with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELA & R/Elementary). This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Distinguishes ongoing formative assessments to evaluate students' oral language development and plans & provides culturally responsive literacy instruction based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).

- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Knows that writing to communicate is a developmental process and provides opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).
- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, Standard10; PPR I, III; Technology Applications I-V, Competency 10).

Student learning outcomes:

Upon completion of this course, students will:

- 1) Explain lesson components, effective grouping practices, assessments, and independent learning centers in a *balanced literacy program* and create a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts.
- 2) Compare & contrast language and literacy contexts that help learners develop academic language during field observations and support classroom teachers with a variety of language learning opportunities & ongoing assessments to support second language development (TEKS ELA & R, K-5th, Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Discussion & Thinking: Oral Language & Vocabulary*).
- 3) Recognize the importance of the alphabetic principle to fluent reading & writing and plan differentiated fluency, vocabulary, comprehension, and writing activities for small group literacy lessons to develop students' knowledge of phonemic awareness, phonics, vocabulary, fluency and comprehension of a variety of genres (TEKS ELA& R, K-5th: Reading/Beginning Reading Skills: *Phonological Awareness; Phonetic Knowledge; Spelling Knowledge*; TEKS ELA & R, K-5th Developing & Sustaining Foundational Language Skills: *Vocabulary, Fluency, Comprehension Strategies & Skills, Author's Purpose & Craft, Response Skills & Composition*).
- 4) Demonstrate a professional attitude while actively exploring and describing the developmental literacy stages and planning effective literacy teaching and assessment activities to develop students' phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy abilities using the daily 5 routines (read-to-self, work-on-writing, read-to-someone, listen-to-reading & word work) to support students' improved literacy independence (TEKS ELA & R, K-5th, Knowledge & Skills for Beginning Reading & Writing; Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose & Craft, Self-sustained Reading and Composition).
- 5) Demonstrate knowledge of research-based comprehension strategy instruction and demonstrates instructional procedures for explicit & embedded comprehension assessment & instruction (TEKS ELA & R, K-5th *Comprehension Skills, Response Skills, Multiple Genres/literary elements & genres, and Author's Purpose & Craft*).
- 6) Identify discussion and writing methods to interpret and comprehend a variety of text genres and plan and implement before, during, and after reading higher-level discussions and writing about texts (TEKS ELA & R, K-5th: *Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose & Craft, Composition, & Inquiry & Research*).

- 7) Understand that writing to communicate is a developmental process, and plan writing workshop routines and writing instruction that includes process composing strategies and culturally-rich writing assessments & activities (TEKS ELA & R, K-5th: *Composition: Conventions, Writing Process & Multiple Texts*)
- 8) Design an integrated literacy and content subject lesson plan using the 5-E (engagement, exploration, explanation, elaboration, & evaluation) lesson plan format, teach the integrated lesson in your cooperating teacher's classroom, and reflect on the (video-tape) effectiveness of your lesson implementation (TEKS ELA & R 1st-5th and one Math, Science or Social Studies TEKS).
- 9) Promote deep knowledge of a content subject topic & academic language using digital and print texts and integrates literacy learning objectives with real world problems through sequenced literacy balanced activities, questioning, and meaningful discussions (TEKS ELA & R, 1st-5th *Inquiry and Research*).
- 10) Teach content and language objectives using balanced literacy components and teaching strategies that support English Learners' and struggling learners' language and inquiry skill development (TEKS ELA & R, 1st-5th *Inquiry & Research*).
- 11) Demonstrate professional practices & responsibilities—professional demeanor & ethics; reflects on his/her practice & sets goals; demonstrates initiative & seeks resources; and effectively communicates with professional faculty & staff.

Required course textbooks:

Tompkins, G. E. (2018). *Literacy for the 21st Century: A Balanced Approach. 7th Edition*. PEARSON. ISBN: 10:0134813103. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Boushey, G. & Moser, J. (2014). *The Daily Five: Fostering Literacy Independence in the Elementary Grades*. Stenhouse Publishers. ISBN: 978-1-57110-974-3. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes & Noble.]

- **Both textbooks are required for successful completion of this course. There will be a textbooks check during the second week of class.**

Additional required readings available on Blackboard:

Week 2

Swinney, R. & Velasco, P. (2011). Structures of balanced literacy that support English Language Learners in *Connecting Content & Academic Language for English Learners and Struggling Students Grades 2-6*, (pp. 45-58). Thousand Oaks, CA: Corwin.

Texas Essential Knowledge & Skills for: 1) *English Language Arts & Reading; Science; Social Studies; & Math (Elementary)* www.tea.state.tx.us/teks

Texas Resource System--www.teksresourcesystem.net.

Week 3

Cummins, W. (2013). Introducing synthesis with interactive read alouds in *Close Reading of Informational Texts: Assessment-driven Instruction in Grades 3-8* (pp.49-78). NY: Guilford Press.

Texas Educators' Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&tj=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&tj=19&pt=7&ch=247&rl=2)

Week 5

Fluency Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5 Fluency, Part 4 Connected Text** @ www.fcrr.org/for-educators/sca.asp.

Week 6

Vocabulary Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5 Vocabulary Part 4 or Part 5 Words in Context** @ www.fcrr.org/for-educators/sca.asp.

Week 7

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., Escamilla, M. (2014). Oracy in *Biliteracy from the Start: Literacy Squared in Action*, pp. 19-28. Philadelphia, PA: Caslon Publishing

Comprehension Strategies Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5, Comprehension Part 4 Monitor for Understanding** @ www.fcrr.org/for-educators/sca.asp.

Week 9

Comprehension Text Factors Workstation Team: Florida Center For Reading Research: **Grades 2-3; 4-5 Comprehension, Part 1-Narrative Text Structure or Part 2-Expository Text Structure Connected Text** @ www.fcrr.org/for-educators/sca.asp.

Week 11

Duke, N. & Watanabe, M. (2013). Reading & writing specific genres. In Taylor, B. & Duke, N. *Handbook of Effective Literacy Instruction*, pp. 346-368. New York: The Guilford Press.

Week 12

Pytash, K. & Morgan, D. (2014). Using mentor texts to teach writing in science & social studies. *The Reading Teacher*, 68(2). pp. 93-102.

Week 13

Helman, L., Rogers, C., Frederick, A. & Struck, M. (2016). From the known to the new. In *Inclusive Literacy Teaching: Differentiating Approaches in Multilingual Elementary Classrooms*, pp. 19-38. New York: Teachers College Press.

Course requirements:

Successful completion of this course will be based on several key elements:

Clinical Field Experience:

It is important to remember that you are a guest at Mesita Elementary School and you are required to maintain professional, legal, and ethical conduct at all times. During this semester your clinical field experience will include **active** participation and teaching/tutoring in your cooperating teacher's (CT) classroom. Arrive at Mesita Elementary School **10 minutes** early during field experience weeks and **check in at the front office**; the secretary will call your CT to confirm your appointment; you will need to re-schedule the appointment if there is a substitute teacher in your CT's classroom. Wear your UTEP ID badge & UTEP T-shirts. Please plan to spend 2 hours and 50 minutes in your cooperating teacher's classroom during the weeks of **February 11-15; March 11-15; April 1-5; and April 15-19** to complete your **10** field experience hours. Plan to be actively engaged during field experience hours and work with students & cooperating teacher to:

- ***teach, tutor, & support literacy and content-subject instruction & assessment, including 30-40 minutes teaching of a literacy & content subject lesson.***

For the field experiences, you may complete the hours during the week of, not necessarily on Thursdays. Based on your major (EC-6/Bilingual or ELAR/4-8), you and a partner will be assigned to a grade level and a cooperating teacher at the beginning of the semester.

Before starting your field experience, you and your partner are expected to **email** your assigned cooperating teacher (**cc Dr. Mein on the email**) to introduce yourselves and ask for a convenient time to meet with your cooperating teacher. During your initial meeting with your cooperating, please discuss the integrated literacy & content subject lesson assignment & ask your cooperating teacher to suggest one content subject (math, science, or social studies) **TEKS** for you to use to plan your integrated shared reading & content subject lesson plan & teaching video. You are expected to teach the math, science or social studies **TEKS** using the *shared reading* balanced literacy component during the week of **April 15 to 19; therefore, make sure you are teaching a content TEKS that your CT is covering during that week.** Also discuss his/her daily schedule, classroom management plans, grading, and school policies. Bring a planner to the initial meeting to schedule your field experience dates & times.

Field Experience Student Evaluation & Field-Based Clinical Assignment Log Sheet (10 points)

You are required to complete **10 hours** of *active* participation in classroom lessons & activities. Keep track of your hours by maintaining the UTEP observation log-in sheet. Write the date; time-in/out for each observation and ask your cooperating teacher to initial your log for **each classroom visit**. You may count 5 of your observation hours if you are enrolled in the math methods class at Mesita School.

During your classroom field experience, take initiative and adopt a positive attitude; view your cooperating teacher as a role model. Communicate and ask your cooperating teacher for feedback on ways to improve your teaching. Your cooperating teacher will evaluate your field experience by providing a rating (satisfactory/unsatisfactory) for your

- *Professional behavior*—professional appearance, *timeliness*, *communication*, active participation, & ethical conduct.
- *Teaching knowledge*—knowledge of literacy tools, grouping practices, differentiated teaching, culturally responsive teaching, and integrated technology with literacy, science, social studies & math instruction.
- *Personal growth*—collaborates with professionals, accepts constructive feedback, and sets professional goals to improve teaching.

To successfully complete this course, you must turn in a completed Field-based Clinical Assignment Log Sheet documenting 10 hours of field experience and your cooperating teacher's evaluation (Field Experience Student Evaluation) with a **satisfactory rating in professional behavior** at the last face-to-face class on **5/9/19** and a copy (signed by me) on Blackboard by **5/16/19**. A copy of your Field-based Clinical Assignment Log Sheet & Field Experience Notes 1-4 will be placed in your file in the field placement office.

Field Experience Notes (4 notes at 5 points each--20 points). For each field experience, take notes based on the **weekly focus & your active involvement with students**. This is a 2-part assignment:

- 1) Using the *Field-Based Experience Note* page, put your name, UTEP ID number, the date of the field experience, the field experience number, the duration (how long) of your field experience in your cooperating teacher's classroom, and the grade level. Complete the diagram in the box. Your cooperating teacher must **sign** each field experience note page. You will submit the Field Notes page with your cooperating teacher's signature and diagram in class the following week.
- 2) On **Blackboard**, submit a **500 word, typed** reflection based on the field experience focus topic and include detailed information about how you actively worked with students in your cooperating teacher's classroom. For each log, include 2-3 APA **citations** from the week's required readings. Address the following topics:
 - **Field experience notes #1:** *How you engaged with students in CT's classroom and the integration of literacy with content subjects in your cooperating teacher's classroom.*
 - **Field experience notes #2:** *How you engaged with students in CT's classroom, assessment (formative, diagnostic & high stakes tests) & the daily 5.*
 - **Field experience notes #3:** *How you engaged with students in CT's classroom, differentiated lessons & oracy instruction.*
 - **Field experience notes #4:** *How you engaged with students in CT's classroom writing across the curriculum.*

Points will be deducted for late submission of field-based experience notes. A rubric for the field-based experience notes can be found in the appendix.

Integrated Literacy & Content Subject Lesson Plans (20 points-10 points each)

You will use the balanced literacy components (interactive read-aloud & shared reading) to integrate academic vocabulary and comprehension instruction with one content (math, science, social studies) topic. Meet with your cooperating teacher to identify a content topic & TEKS (math, science, *or* social studies) for your lesson plan; you will teach and video-record your integrated shared reading & content lesson during the third week of **April 15-19th**.

Before writing your lesson plans:

- Determine the *academic vocabulary* and *key concepts* for one identified content subject TEKS. Go online to the **TEKS Resource System** and sign in as a guest/parent at <https://www.teksresourcesystem.net/>. Double-click on "Parent Resources," select the grade level and subject area in the first box, and scroll down the page to Curriculum and check the TEKS Clarification box, the Year-at-a-Glance, and TEKS Verification boxes. Click Search for the TEKS information.
- For the content TEKS *academic vocabulary*, open the **TEKS Clarification** document and scroll down to the TEKS; read the TEKS clarification and identify the academic vocabulary words (in blue) for that specific TEKS.

- Determine the TEK *conceptual focus and understanding*, go to the **YAG-9 weeks'** document, double click and find the content TEKS you are using for your lesson plan. Open the Instructional Focus document by double-clicking on the Unit number. Identify the overarching concepts and understandings, misunderstandings, unit vocabulary, resources, and specificity for your content TEKS.
- For the integrated literacy & content lesson plans, you will select a *Scholastic Guiding Reading Short Reads* (informational text) that is aligned with the academic vocabulary and conceptual focus of the content TEKS. Each student will check out a *Short Reads* lesson/kit from the Mesita Book Room for both the Interactive Read Aloud & Shared Reading Lessons.

Writing your lesson plans:

- You will plan **two separate integrated content literacy lesson plans** using balanced literacy components; one lesson plan will focus on an *interactive read aloud* and the other lesson plan will focus on *shared reading* of a content text. Your lesson plans should be for a 30-minute lesson and use the **same** content TEKS and *Short Reads* (informational) text. Please read pp. 58-62 in *Introducing Synthesis with Interactive Read-Alouds* article by S. Cummins and page 23—*Shared Reading & Writing* and *Interactive Reading & Writing* in Ch.1 of *Literacy for the 21st Century* textbook for implementation procedures. Also read the *Short Reads'* Teacher's Guide to clarify the text's reading level, theme, informational text features, academic vocabulary, and domain-specific vocabulary.
- For the **interactive read aloud & content lesson plan** (10 points) **you will pace lesson activities for a 30-minute lesson that includes: 3-5-minutes for teacher think aloud; 8-10-minutes for interactive read aloud; 8-10 minutes for table talk discussions & 5 minutes for the formative Quick Write individual assessment.** Detailed feedback will be provided for revisions that need to be made to the lesson in addition to a grade. Carefully read the feedback and make changes to your lesson plan. Be prepared with your lesson plan materials (bring informational text, lesson plan, & assessment) for class on **February 21st**. You will teach your interactive read aloud lesson to peers on **2/21/19** and I will video-tape how you engaged peers in learning the academic vocabulary & comprehension thinking skill during the partner turn & talk segment using the language prompt to promote thinking & understanding of the content (science, math, social studies) TEKS.
- For the **shared reading & content lesson plan** (10 points), **you will pace lesson activities for a 30-40-minute lesson that includes: 3-5-minutes for teacher think aloud; 8-10-minutes for shared reading; 8-10 minutes for table talk discussions & 5 minutes for the formative Quick Write individual assessment.** Detailed feedback will be provided for revisions that need to be made to the lesson plan before you teach the lesson in your CT's classroom. Carefully read the feedback, make changes to your lesson plan, and re-submit the shared reading lesson plan to me for a grade & final approval. Upon final lesson plan approval, you will meet with your CT and schedule a time to teach & video-record the lesson during the week of **April 15-19th**.

For each lesson plan, provide a clear description of:

- The content subject TEKS and the ELAR Comprehension TEKS.
- Objective for comprehension thinking skill and corresponding language prompts. e
- 2-3 *language and content subject* objectives aligned with the subject TEKS.
- Title & author of the informational text.

- 6-7 academic & domain-specific vocabulary words (identified in TEKS Resource System & *Teacher Guides for Short Reads*).
- **Formative Assessment of Student Learning & two rubrics** with grading criteria. One formative assessment and rubric will be for your observation of student talk during table talk discussions. The other formative assessment & rubric will be used with the Quick-Write assessment. State the writing topic for the Quick Write in your lesson plan and the rubric should include assessment criteria to evaluate students' learning in relation to the ELAR comprehension and content TEKS objectives
- Instructional procedures for the ***interactive read-aloud lesson plan*** should include:
 - An open-ended question related to the content topic to access students' background knowledge about the topic.
 - Title & Level of *Short Reads* text for the teacher *read aloud*.
 - Clear procedures for the *interactive read aloud lesson* with how you will conduct a teacher think aloud (3-5 minutes) to model the comprehension thinking skill and clarify/define academic vocabulary in the text. Review "Guided Close Reading" information in *Short Reads Teacher Guide*.
 - Procedures for interactive read aloud for close reading of *Short Reads* (8-10 minutes) *and* clear description of the higher order comprehension question (thinking strategy) to ask for *student discussion* (8-10 minutes) and the language prompt (you will write the language prompt on the white board). Include clear procedures for how the students will answer the comprehension question(s) during the table talk session.
 - Include an observation rubric with criteria of how you will assess students' oral responses, active participation, and conceptual understanding during the table talk discussion.
 - Clear topic and procedures for the **Quick-Write** formative assessment and the grading rubric with criteria of you will assess student's learning of the 2-3 language & content subject TEKS.
- Instructional procedures for the ***shared reading lesson plan*** should include:
 - Clear procedures for how you will explain the comprehension thinking skill prior to reading (1-2 minutes).
 - Title & level of *Short Reads* text for *shared reading*.
 - Clear procedures for how you will conduct a teacher think aloud for words & phrases and comprehension skill (Review the **Think Aloud** information in *Short Reads Teacher Guide* (2-3 minutes).
 - Section of *Short Reads* where students will join-in and chorally read the text together (8-10 minutes).
 - After the shared reading, clearly describe the comprehension question(s) to foster critical thinking about the content topic. Write the language prompt on the chart paper or white board. A clear description of table talk procedures (8-10 minutes) where students use the language prompt to respond to the comprehension question and to explain their thinking about academic vocabulary and conceptual understandings.
 - Include an observation rubric to assess students' oral responses, active participation, and conceptual understanding during the table talk discussion.

- Clear topic and procedures for the **Quick-Write** formative assessment and the grading rubric with criteria of you will assess student's learning of the 2-3 language & content subject TEKS. Please be sure to collect each child's individual Quick-Write assessment.

Each student will submit two integrated balanced literacy & content subject lesson plans to me at kmein@utep.edu on the due date. Only the shared reading & content subject lesson plan will be taught and video-recorded in your cooperating teacher's classroom during the week of April 15-19, 2019. Points will be deducted for late submission of the assignment. A rubric for the integrated balanced literacy & content subject lesson plan can be found in the appendix.

Video-clip: Instructing and Engaging Students in Content Literacy (10 points)

Provide your cooperating teacher a copy of your **approved** shared reading & integrated content subject lesson plan in advance along with questions that you would like to discuss with him/her after you teach the lesson. Schedule a day and time to teach the shared reading lesson in his/her classroom. Your partner or your cooperating teacher will video-tape the lesson. The video-clip should be no less than 5 minutes and no more than 15-minutes (total). You may submit two sections (**no more than 15-minutes total**) with one section focusing on how you engaged students in understanding of the of academic and content-specific vocabulary during shared reading and the other section focusing on how you promoted students' text comprehension using language prompts during the table-top discussion. Please ask the video recorder to focus on **teacher monitoring and student engagement during shared reading and table talk comprehension discussion of the shared reading text**. The video-clip will be uploaded to the RED 4338 on UTEP's One Drive folder. You will need to create a *Microsoft Office 365* account using your UTEP email address in order to access the RED 4338 folder on UTEP's One Drive. Please set-up your UTEP One Drive account right away. Also, please work with the computer lab on the 4th Floor/Education Building to upload your teaching video.

Submit the video-clip of your implementation of the lesson on UTEP One Drive for Business to the RED 4338 folder for credit. Teaching the shared reading lesson will be evaluated according to the following categories:

- **Content Knowledge & Expertise:** your knowledge of academic and content-specific vocabulary tied to the content TEKS, how you guide students' close reading of key content ideas, details and comprehension of the *Short Reads* text. The video-clip should provide evidence of how you related the content topic to students' prior knowledge, and supported their comprehension of the text using higher-order questioning and language prompts.
- **Lesson Pacing & Student Engagement:** The video-clip should be no less than **5 minutes** and no more than **15-minutes** and focus on student engagement during shared reading & table talk discussions. Be sure to provide evidence of opportunities for students to talk to shoulder partners about content-related concepts with information from the *Short Reads* text to support their thinking and interpretation of the text.
- **Monitor Student Comprehension & Understanding of Content TEKS:** The video-clip shows evidence of how you monitored students' table talk and provided feedback to assist students' comprehension of the text and understanding of the content TEKS.
- **Video Component (Technical Rating):** visual & auditory clarity of video-clip with clear transitions between engagement, exploration, explanation, elaboration, & evaluation lesson components.

Please ask your cooperating teacher to initial your UTEP Log-in Sheet during your post teaching conference. **Points will be deducted for late submission of the video-clip assignment.** A rubric for the Video clip: Instructing & engaging students in content literacy can be found in the appendix

Final Reflection Paper: Assessment of Students' Content Literacy Learning during the Shared Reading Lesson (10 points)

Write a two-to-three-page reflection paper that covers two parts:

- A whole class summary of student learning;
- An in-depth analysis of the Quick Write samples of three English Learners.

You will use your two **assessment rubrics** to analyze student learning defined by the ELAR & Content TEKS during *table talk* discussions and for the formative Quick Writes assessment.

For the ***whole class summary***:

1. Use the rubrics to analyze your observations of students' learning during the table talk discussion and each student's result on the formative assessment (Quick-Write) in relation to the ELAR comprehension and content TEKS objectives.
2. In your narrative, clearly state the shared reading lesson's language comprehension and content topic objectives and patterns of learning the content themes and ideas explored in the *Short Reads*.
3. State the students' proficiency in comprehending and explaining the content TEKS objectives during table talk discussions and for the formative Quick-Write assessment.
4. Clearly outline patterns in student understanding or misunderstanding of the ELAR and content TEKS.

Use the following questions to guide your thinking and narrative summary:

- Were students able to relate the content topic to their prior knowledge about the content topic?
- Were students able to explain what they learned from the *Short Reads* text?
- Were students able to state what else they would like to learn about the content TEKS topic?
- Were students able to express their opinion of the content TEKS topic?
- What were students' misunderstandings about the content TEKS topic?

For the ***in-depth analysis of three English Learners***:

1. Use the rubrics to analyze your observations of each student's learning during table-talk discussion and each student's results on the formative assessment (Quick-Write) in relation to the ELAR comprehension and content TEKS objectives.
2. In your narrative, clearly state each English Learner's ability to talk about the content topic during table talk discussions and each child's ability to write about the content topic using content-specific and academic vocabulary from the *Short Reads* text.

Use the following questions to guide your thinking & narrative summary:

- Was the student able to use the language prompt to talk about the content topic?
- How well did the lesson support the student's deeper understanding of the content topic?
- What specific vocabulary or conceptual knowledge did the student struggle with?
- In comparison to the whole class patterns of learning, how well did each student comprehend the content topic?

Your final reflection paper will be evaluated according to the following criteria:

Analysis of Student Learning:

- **Part 1: clearly used the grading rubrics to develop** a clear synthesis and summary of whole class learning about content-specific vocabulary and the language & content TEKS objectives including patterns of learning during the turn & talk section (observation rubric) and the individual formative Quick Write assessment.
- **Part 2: clearly used the grading rubrics to develop** an in-depth evaluation and summary of the three work samples of English Learners that outlines each student's use of the language prompt, the student's understanding of the content TEKS and academic vocabulary, and the student's efforts to learn the language & content TEKS objectives.

Self-Evaluation: self-evaluation of teaching and student learning during the shared reading content lesson and ways that you would change and improve your teaching and student learning.

Mechanics: clear well organized writing free from mechanical errors.

The final reflection paper should be 2-3 pages (not including references and appendices) and contain evidence from the video and Quick-write to validate your interpretation, at least 4-5 citations **from the required course readings**. **Points will be deducted for late submission of the assignment.** A rubric for the final reflection paper can be found in the appendix

Team facilitators for literacy workstations and daily 5 routines (20 points). As part of this course, you will work in small groups (4-5 members) and facilitate literacy workstations that include the daily 5 activities with grade level students from Mesita School. This is a 2-part assignment: *part 1:* one group lesson plan (**10 points**) and *part 2:* each group member teaching their literacy workstation activity 4 to 5 times to a group of Mesita's students (**10 points**). The Mesita students will rotate around to each literacy workstation until they have completed the activity at all of the literacy centers. The following group assignments will be determined in Week #1:

1. **Fluency workstations** (Ch.6) and **read-to-someone** activities (Appendix D Guide).
2. **Vocabulary workstations** (Ch.7) and word-work activities (Appendix F Guide).
3. **Comprehension strategy workstations** (Ch.8) and **listen-to-reading** activities (Appendix E Guide).
4. **Comprehension text factors workstations** (Ch.9) and **read-to-self** activities (Appendix B Guide).
5. **Writing workstations** (Ch.2) and **work-on-writing** activities (Appendix C Guide).

Part 1: Use literacy topic activities from the Florida Center for Reading Research/The Daily 5 & a picture book, to write your group lesson plan. Using the lesson plan template include the following components:

- **Objective** for each of the 4-5 literacy workstations and the name of the team member facilitating the activity.
- **TEKS** standard addressed at each of the 4-5 literacy workstations.
- **Materials** including title/author of authentic text(s) (**no worksheets**) to be used at each of the 4-5 literacy workstations.
- **8-10 minute FCRR Activity:** title of the FCRR activity and procedures for teacher modeling of the workstation activity— "I do" students watch as teacher models how to do the activity; procedures for student engagement in the literacy activity and checking for understanding procedures.

- **Formative assessment** of student learning for each of the 4-5 literacy workstations. The lesson plan (use the template distributed in class) is submitted to me for feedback at kmein@utep.edu **one week** before facilitating the lesson; be sure to **cc all team members** on the email. Your team will review my feedback on your lesson plan and make corrections before teaching the literacy workstations.

Part 2: Teaching the FCRR literacy content activity to a small group of students. You will have **8-10 minutes** to teach the FCRR activity using a picture book and then I will ring a bell for students to rotate to the next workstation. **Each team member is responsible for teaching an 8-10-minute FCRR activity using a picture book; the students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.**

For the teaching phase, student members will be individually evaluated based on the following criteria:

- Introduction of the workstation goal/objective using a picture book.
- Teacher think aloud of the literacy workstation/daily 5 FCRR activity.
- Guided student practice & active student literacy engagement.
- Teacher monitoring, feedback, and checking for understanding.
- Formative assessment & checking for student understanding of the literacy task.

A rubric for the team facilitators for literacy workstations and daily 5 routines can be found in the appendix.

Literacy/Daily 5 Workstation Feedback (4 points). On the days when teams facilitate literacy workstations, a MES teacher will bring his/her class to our classroom and the students will have the opportunity to learn at each literacy workstation by rotating every 10 minutes. While each team member facilitates their literacy/daily 5 workstations, you will observe one of the literacy workstations and complete a rubric with your observations about the workstation purpose, teacher modeling, student engagement, quality of teacher prompts, and the formative assessment. Each feedback rubric will count as one point. This is your opportunity to learn about teaching small group literacy workstations and you are expected to demonstrate professional behavior while MES students visit our classroom. Observe a workstation activity during each rotation; do not talk nor interact with your peers and leave your cell phones on silent & out of sight.

Quizzes (6 points) All assigned readings must be completed before each class session. The readings will form the basis of in-class quizzes, class discussions, and activities. In a community of learners, participation in class discussions and collaborative group work is key to your success as learners. I encourage you to ask questions and actively engage in class discussions and tasks. There will be a quiz at the end of ten classes and each completed quiz will count one point each. For homework readings, you are given a list of questions in the syllabus to think about during reading. Use these questions (located in the course schedule of the syllabus) to guide your reading of the chapter and prepare written answers to the questions. I will not collect the written responses; however, you can refer to your written answers in class during discussions and quizzes at the end of each class. Quiz questions will be multiple choice and short answer and similar to those found on the TExES/PPR exams.

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points

- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one day of class as excessive. Please do not miss any face-to-face class meetings for this course.** After two times being late for class (tardy) it will count as **one unexcused absence.** If you miss one day of class, contact me immediately via email at kmein@utep.edu. **Wear your UTEP ID card in a lanyard each time you attend class & observe in classrooms.**

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)--<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of Academic Integrity:

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Equal Education Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>

Additional Resources: Websites

Florida Center for Reading Research—*Educators/Student Center Activities* <http://www.fcrr.org/for-educators/>.

The two sisters: Gail Boushey & Joan Moser at <http://www.the2sisters.com/>.

Phonological Awareness Literacy Screening (PALS) <https://pals.virginia.edu/tools-activities.html>

Beverly Tyner at <http://www.beverlytyner.com/>

ReadersWorkshop.org at <http://www.readersworkshop.org/>

Read Write Think resources at <http://www.readwritethink.org/classroom-resources/>

National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.

TEKS ELA/R <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

RTI Action Network--<http://www.rtinetwork.org/learn/what/whatisrti>

Response to Intervention (RTI)-- <http://www.rti4success.org/>

International Literacy Association – www.reading.org.

Assessment of Student Learning:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Field-experience Notes submitted in class.	Field Experience Notes #1— 2/21/19 in class & BB (week 2/11--2/15) Field Experience Notes #2— 3/28/19-in class & BB (week 3/11--3/15) Field Experience Notes #3— 4/11/19 in class & BB (week 4/1--4/5) Field Experience Notes #4— 4/25/19 in class & BB (week 4/15--4/19)	20 points	Learning Outcomes #1-11
2 Integrated Balanced Literacy & Content Subject Lesson Plans	Interactive Read Aloud & Content LP & Rubric due 2/14/19 Teach Interactive Read Aloud & Content Lesson in class on 2/21/19 Shared Reading & Integrated Content LP & Rubric due 3/14/19 Teach & video-record Shared Reading Lesson in CT's classroom during week of April 15-19, 2019	20 points (10 pts each)	Learning Outcomes #1-8; 10
Team facilitators of literacy & daily 5 workstation activities	Teams: <ul style="list-style-type: none"> • <i>Fluency & read-to-someone</i> activities—2/28/19 • <i>Vocabulary & word work</i> activities—3/7/19 • <i>Comprehension strategies & listen-to-reading</i> activities—3/28/119 • <i>Comprehension text factors & read-to-self</i> activities—4/11/19 • <i>Writing & work-on-writing</i> activities—4/25/19 	20 points	Learning Outcomes #2, 3, 4, 5, 6, 7, 9, & 11
Literacy Daily 5 Workstation Feedback	Workstation Team Feedback <ul style="list-style-type: none"> • Fluency—2/28/19 • Vocabulary—3/7/19 • Comprehension Strategies—3/28/19 • Comprehension Text Factors—4/11/19 • Writing—4/25/19 	4 points	Learning Outcomes #2, 3, 4, 5, 6, 7, 9, & 11
Teaching (Video-Clip) Shared Reading & Content Subject Lesson	Week of April 15-19, 2019 Video-Clip due on UTEP's One Drive for Business on 5/13/19 by midnight.	10 points	Learning Outcomes #1-11
Final Reflection Paper: Assessment of Students' Content Literacy Learning	5/9/19 First Draft (in class) 5/16/19 Final Reflection Paper (on Blackboard)	10 points	Learning Outcomes #1-11
6 Quizzes	Ongoing	6 points	Learning Outcomes #1-10
Field Experience Student Evaluation & Field-based Clinical Experience Assignment Log Sheet	5/9/19 (in class) 5/16/19 (on Blackboard)	10 points	Learning Outcomes #1-11

****Syllabus subject to change***

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Jan 24 Week 1</p>	<p>Introduction to the course</p>	<p>Read Syllabus</p> <ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements ➤ Balanced Literacy & Differentiated Instruction ➤ Mesita ES Faculty & Staff Handbook ➤ Field Experience Partners ➤ <i>Texas Educators' Code of Ethics</i> http://texreg.sos.state.tx.us/public/ <p>Tour Mesita Elementary School</p>	
<p>Jan 31 Week 2</p>	<p>Effective Literacy Teachers & Balanced Literacy Components</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 1—<i>Becoming an effective literacy teacher</i> in Literacy for the 21st Century. • Swinney & Velasco—<i>Structures of literacy that support English Language Learners & struggling students</i>. • Texas Essential Knowledge & Skills for: <i>English Language Arts & Reading; Science; Social Studies; & Math (Elementary)</i>. • Texas Resource System- www.texasresourcesystem.net. <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Describe effective literacy teachers.</i> 2. <i>Explain why effective teachers adopt a balanced literacy approach to integrated content instruction.</i> 3. <i>How do effective literacy teachers organize for & differentiate instruction?</i> 4. <i>How do you access the Texas Resource System and what information about the content TEKS do the TEKS Clarification & YAG-9 weeks Reports provide?</i> <p>Team Facilitators sign-up for Literacy Workstations Textbooks check in class</p>	<p>Contact assigned teacher via email (cc your email to me) to schedule an initial meet & greet conference.</p> <p>Initial meet with your cooperating teacher. <i>Identify the content topic & TEKS (math, science, or social studies) that your CT has suggested for you to teach & video-record during the week of April 15-19th. Bring the identified content TEKS to class on Thursday, February 7, 2019 to write your lesson plan.</i></p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 7 Week 3</p>	<p>The Interactive Read Aloud (Balanced Literacy) and Integrated Content Lesson Plan</p>	<p>Read:</p> <ul style="list-style-type: none"> • Ch. 12—<i>Reading & writing across the curriculum</i> in Literacy for the 21st Century • Cummins, S. <i>Introducing synthesis with interactive read-alouds</i> in Close Reading of Informational Texts. • Ch. 1, p. 23—<i>Shared reading & writing & interactive reading & writing</i> in Literacy for the 21st Century. <p><u>Questions:</u></p> <ul style="list-style-type: none"> • <i>How do open-ended questions about content topics tap into students’ background knowledge about the topic?</i> • <i>How do teachers use think alouds to model comprehension thinking skills and clarify academic vocabulary?</i> • <i>What are the language prompts associated with each of the following 4 comprehension strategies--inferences, determining importance, generating questions, and synthesizing?</i> • <i>How can table talk & collaborative discussions support students’ exploration & explanation of content topics?</i> • <i>Explain how to evaluate student learning during table talk sessions.</i> • <i>Explain how to evaluate individual student learning using the formative Quick Write assessment.</i> 	<p>Initial meeting with your cooperating teacher must be held before 2/8/19.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 14 Week 4</p>	<p>Classroom Environments</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter 2—<i>The reading & writing processes</i> in Literacy for the 21st Century. Chapter 10—<i>Organizing for instruction</i> in Literacy for the 21st Century. <p>Questions:</p> <ul style="list-style-type: none"> <i>Describe the 5 stages of the reading process.</i> <i>Describe the 5 stages of the writing process.</i> <i>Explain why reading & writing are reciprocal processes.</i> <i>Describe how to conduct guided reading lessons.</i> <i>Describe how to implement reading & writing workshops</i> <p>Assignment due:</p> <ul style="list-style-type: none"> The Interactive Read Aloud (Balanced Literacy) & Integrated Content Literacy Lesson Plan due on 2/14/19 to kmein@utep.edu on by midnight. <p>Field Experience:</p> <ul style="list-style-type: none"> Complete 3 hours of field experience during the week of February 11-15, 2019. Field Experience Notes #1 -- date, field experience #, grade level, CT's signature & a diagram of the classroom. Blackboard Field Experience Notes #1--500-word typed paper addressing how you actively worked with students & organizing & how your CT integrates <i>literacy with content subjects</i>. Include citations from the required readings. 	<p>3 hours of Field Experience during the week of 2/11-15/2019.</p> <p>Field Experience Notes #1: 500-word typed paper addressing your active engagement with students & organizing for literacy & the integration of literacy with content subjects with citations from the required readings.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 21 Week 5</p>	<p><i>Teaching your Interactive Read Aloud & Content Lesson & FCRR Fluency Activities.</i></p> <p>(Fluency Team Facilitators)</p>	<p>* Be prepared (LP, Short Reads text, rubrics/assessments) to teach your Interactive Read Aloud & Integrated Content Lesson Plan in class to classmates. I will video-record your teaching.</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Chapter 6—<i>Developing fluent readers & writers in Literacy for the 21st Century.</i> 2. Chapter 1—<i>That was then, this is now: How the daily 5 evolved in The Daily 5.</i> 3. Appendix D—<i>Read to someone guide in the Daily 5.</i> 4. Practice teaching (use Short Reads text) your Interactive Read Aloud & Content Subject Lesson. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How well does the Short Reads text cover the content subject TEKS' learning expectations?</i> 2. <i>How do you activate students background knowledge about the content topic?</i> 3. <i>How do you use the Short Reads text to model thinking aloud about the content-specific & academic vocabulary?</i> 5. <i>What is reading fluency & how is it assessed?</i> 6. <i>What is writing fluency & how is it assessed?</i> 7. <i>Describe older dysfluent readers & writers.</i> 8. <i>Describe how teachers develop students' fluent reading of texts with the "read-to-someone" daily 5 activities.</i> <p>Assignments due:</p> <ul style="list-style-type: none"> • Field Experience Log #1 (with CT's signature) due in class on 2/21. • 500-word, typed field experience notes with APA citations due on Blackboard on 2/22 by midnight. • Team Lesson Plan for Fluency (use template) due 2/24/19 to kmein@utep.edu by midnight. CC all team members on the email. 	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 28 Week 6</p>	<p>Shared Reading & Integrated Content Lesson Plan & FCRR Vocabulary Activities <i>(Vocabulary Team Facilitators)</i></p>	<p>Read</p> <ul style="list-style-type: none"> Chapter 7—<i>Expanding Academic Vocabulary</i> in Literacy for the 21st Century. Harvey & Goudvis, <i>Content literacy: Reading for understanding</i> Appendix F—<i>Word-work guide</i> in The Daily 5. <p>Questions</p> <ul style="list-style-type: none"> <i>How do teachers use Short Reads to expand students' academic & content-specific vocabulary?</i> <i>How is reading comprehension integrated with science, social studies & math instruction?</i> <i>How does shared reading of Short Reads text link reading comprehension with science or social studies topics?</i> <i>Explain how reading & comprehension thinking strategies give children the tools to learn the domain-specific & academic vocabulary of content TEKS objectives.</i> <p>Assignment due:</p> <ul style="list-style-type: none"> Team lesson plan for vocabulary (use template) due to kmein@utep.edu on 3/3/19 by midnight. CC all team members on the email. 	<p><i>In-class Assignments:</i> 9:30-10:30: Fluency Team facilitators will teach FCRR Fluency activities to Mrs. Lozano's 3rd grade class</p> <p>Fluency workstation feedback forms due at 10:45 AM.</p>
<p>March 7 Week 7</p>	<p>Shared Reading: Teaching Comprehension Thinking Skills using Language Prompts <i>(Comprehension Strategies Team Facilitators)</i></p>	<p>Read</p> <ul style="list-style-type: none"> Ch. 8 <i>Promoting comprehension: Reader factors</i> in Literacy for the 21st Century. Escamilla, K. et al.—<i>Oracy</i> in Biliteracy from the Start Appendix E—<i>Listening-to-reading guide</i> in The Daily 5. <p>Questions</p> <ul style="list-style-type: none"> <i>What is comprehension?</i> <i>Describe comprehension strategies & related language prompts for turn & talk activities to explore students' understanding of informational texts.</i> <i>Describe how teachers develop comprehension thinking during shared reading activities.</i> <i>Why is oracy an integral part of the shared reading lesson?</i> <i>Explain how teachers use the 3 aspects of oracy (language structures, vocabulary & dialogue) to engage students in talking & thinking about content topics.</i> 	<p><i>In-class Assignments:</i></p> <ul style="list-style-type: none"> 9:30-10:30 Vocabulary team facilitators will teach FCRR activities with a picture book to Mrs. Garcia's 2nd grade class. Vocabulary workstation feedback due at 10:45 AM.

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>March 14 Week 8</p>	<p>Classroom Management & Differentiating for Success</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> • “<i>Barometer Students</i>” & Classroom Management Modifications on pages 3, 48-49, 56-57, 67, 83, 142-151 in <i>The Daily 5</i>. • Ch. 11—<i>Differentiating for success</i> in Literacy for the 21st Century. <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What is the definition of "barometer students"?</i> 2. <i>What should teachers look for in barometer students during the launching phase of daily 5 workstations?</i> 3. <i>Explain the 4 levels of support for "barometer children."</i> 4. <i>Describe ways to differentiate instruction</i> 5. <i>Explain how teachers deliver high quality instruction to struggling readers & writers.</i> <p>Assignments due:</p> <ol style="list-style-type: none"> 6. The Shared Reading & Integrated Content Lesson Plan due on 3/14 to kmein@utep.edu on by midnight. 7. Team lesson plan (use template) for facilitators of Comprehension Strategies due on 3/24/19 to kmein@utep.edu. CC all team members on the email. 	<p>3 hours of Field Experience during the week of 3/11-15/2019</p> <p>Field Notes #2-Date, #, Duration, Grade Level, Cooperating Teacher’s Signature & CT’s Daily Schedule from 8:00 am to 3:30 pm.</p> <p>Field Experience Notes #2 on Blackboard: 500-word typed paper addressing your active engagement with students & differentiated instruction & oracy with citations from the required readings.</p>
<p>March 28 Week 9</p>	<p>Comprehension on Text Factors & Read-to-Self Activities</p> <p>(Comprehension Skills Team Facilitators)</p>	<p>Read</p> <ul style="list-style-type: none"> • Ch. 9 <i>Promoting comprehension: Text factors</i> in Literacy for the 21st Century • Chapter 5—<i>Launching read-to-self—The first daily 5</i>. • Appendix B—<i>Read-to-self guide</i> in <i>The Daily 5</i>. <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Describe the elements of story structure in narrative genres</i> 2. <i>Describe expository text structures & nonfiction text features.</i> 3. <i>Describe formats of poetry books.</i> 4. <i>How would you implement the daily 5 read-to-self?</i> <p>Assignments due:</p> <ul style="list-style-type: none"> • Field Experience Log #2 (with CT’s signature) due in class on 3/28. • 500-word, typed field experience notes with APA citations due on Blackboard on 3/28 by midnight 	<p>In-class assignment: 9:30-10:30</p> <p>Comprehension Strategies team facilitators will teach FCRR activities with a picture book.</p> <p>Comprehension Strategies workstation feedback due at 10:45 AM.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 4 Week 10</p>	<p>Assessing Literacy & The Daily 5</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter 3—<i>Assessing Literacy Development</i> in Literacy for the 21st Century. Chapter 2—<i>Our core beliefs: The foundations of the daily 5</i> in The Daily Five. Chapter 3—<i>The 10 steps to teaching & learning independence</i> in The Daily Five <p><u>Questions</u></p> <ol style="list-style-type: none"> Describe the 4 steps for classroom assessments. Compare & contrast diagnostic tests and high-stakes tests. Describe how the principles of trust, respect, community, choice & accountability create independent learners <p>Assignments due:</p> <ul style="list-style-type: none"> Team lesson plan for facilitators of comprehension text factors due on 4/7/19 to kmein@utep.edu. CC all team members on the email. 	<p>3 hours of Field Experience during the week of 4/1-5/2019.</p> <p>Field Notes #3-Date, #, Duration, Grade Level, Cooperating Teacher's Signature & Outline of CT's PBIS Classroom Management Discipline Plan</p> <p>Blackboard Field Experience Notes #3: 500-word typed paper addressing your active engagement with students & classroom assessment (formative, diagnostic & high stakes tests) & the daily 5 with citations from the required readings.</p>
<p>April 11 Week 11</p>	<p>Writing & Work-on Writing Activities</p> <p>Writing Team Facilitators</p> <p>EPISD State Testing Class Meets at UTEP</p>	<p>Read:</p> <ul style="list-style-type: none"> Duke & Watanabe---<i>Reading & writing specific genres</i> in Handbook of Effective Literacy Instruction. Chapter 7—<i>When to launch the daily 5</i> in The Daily 5. Appendix C—<i>Work-on-writing guide</i> in The Daily 5. <p><u>Questions</u></p> <ul style="list-style-type: none"> Describe the characteristics of exemplary writers' workshops. Explain how teachers teach self-regulation in writing and composing strategies. Describe benefits & constraints of four different writing assessment methods. Explain how math writing is taught in the math daily 3. How would you implement the daily 5 work-on-writing? <p>Assignments due:</p> <ol style="list-style-type: none"> Field Experience Log #3 (with CT's signature) due in class on 4/11. 500-word, typed field experience notes with APA citations due on Blackboard on 4/11 by midnight. 	<p>In-class Assignments: 9:30-10:30</p> <p>Comprehension Text Factors team facilitators will teach FCRR activities with an</p> <p style="padding-left: 40px;">narrative or expository picture books.</p> <p>Comprehension Text Factors workstation feedback due</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 18 Week 12</p>	<p>Writing Across the Curriculum</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> Pytash & Morgan—<i>Using mentor texts to teach writing in science & social studies</i> in The Reading Teacher. Chapter 8—<i>The Math Daily 3</i> in The Daily 5. Chapter 9—<i>Returning to our core beliefs</i> in The Daily 5. <p><u>Questions:</u></p> <ul style="list-style-type: none"> <i>How do teachers use mentor texts as models of how to write a specific genre?</i> <i>Describe the read-to-self foundation lessons of “Three Ways to Read a Book” & “I PICK Good-Fit Books”.</i> <p><u>Assignments due:</u></p> <ul style="list-style-type: none"> Team lesson plan for writing (use template) due to kmein@utep.edu on 4/20/18 by midnight. CC all team members on the email. 	<p>3 hours of Field Experience during the week of 4/15-19/ 2019.</p> <p>Field Notes #4-Date, #, Duration, Grade Level, Cooperating Teacher’s Signature & Technology & Digital Learning Tools in CT’s Classroom</p> <p>Blackboard Field Experience Notes #4: 500-word typed paper addressing <i>your active engagement with students & writing across the curriculum</i> with citations from the required readings.</p> <p>Teach approved integrated shared reading & content subject lesson and video-tape the lesson. Meet with your cooperating teacher afterwards to discuss the lesson. Review the grading rubric for teaching & video-recording of lesson.</p>
<p>April 25 Week 13</p>	<p>Motivation & Culturally-Responsive Classrooms</p>	<p>Read</p> <ul style="list-style-type: none"> Helman, Rogers, Frederick & Struck, <i>From the known to the new: Building bridges between students and their schooling.</i> <i>ELPS Instructional Tool</i> (pdf on BB) <p><u>Questions</u></p> <ol style="list-style-type: none"> <i>How are schools that organize around dual language classrooms different from school with ESL resource classrooms?</i> <i>Why is it important for teachers to understand linguistically diverse students’ background experiences?</i> <i>How do teachers build on linguistically-diverse students’ experiences, knowledge, and attitudes using an asset-based mindset?</i> <i>Explain the 4 areas of strategic teaching that support emergent bilinguals’ learning.</i> <i>How can teachers support learning English while validating a child’s home language?</i> <p><u>Assignment due:</u></p> <ul style="list-style-type: none"> Field Experience Log #4 (with CT’s signature) due in class on 4/25. 500-word, typed field experience notes with APA citations due on Blackboard on 4/25 by midnight. 	<p><u>In-class Assignments:</u></p> <ul style="list-style-type: none"> 9:30-10:30 Writing team facilitators will teach writing activities to Mrs. Pena’s 4th grade class. Writing workstation feedback due at 10:45 AM

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>May 2 Week 14</p>	<p>Emergent Literacy & Cracking the Code</p>	<p>Read</p> <ul style="list-style-type: none"> • Ch. 4—<i>The youngest readers & writers</i> in Literacy for the 21st Century. • Ch. 5—<i>Cracking the alphabetic code</i> in Literacy for the 21st Century. <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Describe the link between oral language & literacy.</i> 2. <i>Describe how children develop as readers & writers in the emergent, beginning, & fluent literacy stages.</i> 3. <i>Describe phonemic awareness strategies & how teachers assess children’s phonemic awareness.</i> 4. <i>Describe how teachers teach & assess students’ phonics knowledge.</i> 	<p>All field experience assignments and teaching/video-recording of the shared reading & integrated content subject lesson are completed by this week.</p>
<p>May 9 EPISD State Testing Week 15</p>	<p>Peer Review of Final Reflection : <i>Assessment of Student Content Literacy Learning during the Shared Reading Lesson</i></p>	<p>Peer revision (in-class) of final field experience reflection paper (10 points).</p> <p>Assignments due</p> <ul style="list-style-type: none"> ✓ First draft of <i>Final Reflection Paper: Assessment of Students’ Content Literacy Learning during the Shared Reading Lesson</i> ✓ Final Field Experience Student Evaluation from your cooperating teacher (in class). ✓ Field-Based Clinical Experience Assignment Sheet (in class). ✓ Video-clip of teaching shared reading & content lesson is due on UTEP’s One Drive for Business on 5/13/19 by midnight. 	
<p>May 16 Week 16</p>	<p>Final Field Experience Paper</p>	<p>Class does not meet</p> <p>Assignments due on Blackboard:</p> <ol style="list-style-type: none"> 1. <i>Final field experience reflection paper: Assessment of Student Content Literacy Learning during the Shared Reading Lesson is due on Blackboard on 5/16/19.</i> 2. Signed by Dr. Mein: Final Field Experience Student Evaluation from your cooperating teacher due on Blackboard on 5/16/19. 3. Signed by Dr. Mein: Field-Based Clinical Experience Assignment Sheet due on Blackboard on 5/16/19. 	

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric: Field experience notes on Blackboard (5 points each @20 points)

Criteria	Possible Points	Points Earned
Lesson Description: Clear & detailed description of each lesson's TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Also includes a clear description of the teacher's role & student engagement.	1	
Engagement with Students: Clear & detailed description of how you worked with students (tutoring, teaching, etc.) and how students responded to your supportive classroom teaching.	2	
Critical Reflection tied to Required Readings: Clear & detailed summary of the field notes' focus topic with critical analysis tied to required course readings with 2-3 citations .	2	
Mechanics: Classroom diagram log (part 1) includes a sketch of week's focus topic, dated, signed by your cooperating teacher, free of spelling & grammatical. Blackboard log (part 2) is 500-word minimum, includes 2-3 in-text citations & free of spelling and grammatical errors.	1	
TOTAL	4 logs at 5 pts each=20 points	

Grading Rubric: Interactive Read Aloud & Content Lesson Plan (10 points)

Criteria	Possible Points	Points Earned
Content Knowledge & Expertise: Exhibits clear knowledge about the content TEKS’s conceptual focus & understanding and content-specific academic vocabulary using information from the TEKS Resource System’s TEKS Clarification & YAG-9s-week documents.	1	
Literacy & Content TEKS: Clear description of the grade level comprehension and content subject TEKS. Clear description of the comprehension thinking skill (aligned to comprehension TEKS) and related language prompts.	1	
Student Learning Objectives & Formative Assessment with Rubrics: Clear description of 2 to 3 language and content learning objectives aligned to the content TEKS. Formative Assessment of Student Learning & two Rubrics with grading criteria for your observation of student talk during table talk discussion the Quick Write topic & rubric.	2	
Materials & Vocabulary: Title & Level of the <i>Short Reads</i> text, text type, theme & summary, informational text features, and 6-7 academic & content-specific vocabulary words aligned to the content TEKS.	1	
Link to Students’ Prior Knowledge: Clear description of an open-ended question to access students’ prior knowledge of the content topic.	1	
Teacher Modeling of Think Aloud: clear description of how you will conduct a think aloud to model comprehension thinking & vocabulary clarification while reading the <i>Short Reads</i> text.	1	
Comprehension Question & Table-Talk: clear description of the comprehension question (thinking skill) about the <i>Short Reads</i> text & related language prompt for table talk student discussion of the text. Clear procedures of how students will talk about the text using the language prompt.	1	
Assessment of Student Learning: clear description of the observation rubric that you will use to assess students’ oral responses, active participation & content conceptual understandings during the table talk discussions. Clear description of the topic that each student (individual) will write about for the formative Quick Write assessment.	2	
TOTAL	10 Points	

Grading Rubric: Shared Reading & Content Lesson Plan (10 points)

Criteria	Possible Points	Points Earned
Content Knowledge & Expertise: Exhibits clear knowledge about the content TEKS’s conceptual focus & understanding and content-specific academic vocabulary using information from the TEKS Resource System’s TEKS Clarification & YAG-9s-week documents.	1	
Literacy & Content TEKS: Clear description of the grade level comprehension and content subject TEKS. Clear description of the comprehension thinking skill (aligned to comprehension TEKS) and related language prompts.	1	
Student Learning Objectives: Clear description of 2 to 3 language and content learning objectives aligned to the content TEKS.	1	
Materials & Vocabulary: Title & Level of the <i>Short Reads</i> text, text type, theme & summary, informational text features, and 6-7 academic & content-specific vocabulary words aligned to the content TEKS.	1	
Teacher Modeling of Think Aloud: Clear description of how will explain the comprehension thinking strategy before reading the <i>Short Reads</i> . Clear description of how you will conduct a think aloud to model comprehension thinking & vocabulary clarification of the <i>Short Reads</i> text.	1	
Shared Reading of Text: Clear description of subtitles & diagrams in the <i>Short Reads</i> text that students will chorally read aloud together.	1	
Comprehension Question & Table-Talk: clear description of the comprehension question (thinking skill) about the <i>Short Reads</i> text & related language prompt to promote critical thinking about the content topic. Clear description of table talk student discussion of the text with procedures of how students will talk about the text using the language prompt.	2	
Formative Assessment of Student Learning & two Rubrics: grading criteria for your observation of student talk during table talk discussion the Quick Write topic & rubric. Clear description of the observation rubric that you will use to assess students’ oral responses, active participation & content conceptual understandings during the table talk discussions. Clear description of the topic that each student (individual) will write about for the formative Quick Write assessment and the rubric with Quick Write grading criteria to assess student learning of comprehension & content TEKS.	2	
TOTAL	10 Points	

Grading Rubric: Video-clip: Instructing & Engaging Students in Content Literacy (10 points)

Criteria	Possible Points	Points Earned
Content Knowledge & Expertise: Teacher exhibits an in-depth knowledge of comprehension thinking strategy and the TEKS, key content ideas and academic vocabulary. Clear evidence of how you related the content topic to students' prior knowledge, how you engaged students in shared reading to construct meaning of <i>Short Reads</i> text, and how you reinforced students use of language prompts during table talk to comprehend text information and explain content topics.	1	
Lesson Pacing & Student Engagement: The video-clip should be no less than 5 minutes and no more than 15-minutes and focus on student engagement during shared reading & table talk discussions. Be sure to provide evidence of shared choral reading of text and opportunities for students to talk to shoulder partners about content-related concepts with information from the <i>Short Reads</i> text.	2	
Monitoring Student Comprehension & Understanding of Content TEKS: The video-clip shows how you monitored students' table talk and provided feedback to students to assist their comprehension of the <i>Short Reads</i> text and understanding of the content TEKS.	2	
Video-Component (Technical Rating): The video-clip is at least 5 minutes and no more than 15-minutes long with clear visual & auditory effects. The video-recording is submitted on time to the RED 4338 folder on UTEP's One Drive for Business.	5	
TOTAL	10 points	

Grading Rubric: Final Reflection Paper: Assessment of Students' Content Literacy Learning (10 points)

Criteria	Possible Points	Points Earned
Whole Class Student Learning during Table Talk Discussions: a clear profile of students' ability to talk & explain what they learned about the content topic. A clear summary of patterns of language use and thinking in regards to the lesson's language and content objectives.	1	
Whole Class Student Learning using Quick Write Assessment: a clear profile of students' ability to write using content-specific & academic vocabulary and <i>Short Reads</i> text evidence to justify their thinking about the content topic. A clear summary of patterns of vocabulary, comprehension, and content knowledge in regards to the lesson's language & content objectives.	2	
English Learners' use of Language Prompt: an in-depth description of each English Learner's use of the language prompt to talk about the content topic. A clear summary of each student's language assets & comprehension of the <i>Short Reads</i> text.	1	
English Learners' Understanding of Academic Vocabulary & Content TEKS: an in-depth description of each English Learners' comprehension of the content TEKS' academic vocabulary & text features in regards to the lesson's language & content objectives.	2	
Self-Evaluation: self-evaluation of how well you guided students' language & comprehension of the <i>Short Reads</i> shared reading and how well you monitored students' thinking & talking about the <i>Short Reads</i> text. A clear description of ways to improve future teaching of integrated content literacy lessons.	1	
Mechanics: clear & well-organized 2-3-page paper that analyzes and summarizes student learning in a coherent & logical manner. The paper is free of grammar & spelling errors.	1	
Peer Revision: work with a partner in class and revise first draft of final reflection paper. In addition to your first draft bring your assessment analysis of students' results for the whole class profile and three English Learners.	2	
TOTAL	10 points	

Grading Rubric: Team Lesson Plan & Teaching of FCRR Workstation/Center Activities (20 points)

Criteria	Possible Points	Points Earned
<p>Lesson Plan: Clear & concise description of the workstation objective/purpose and TEKS standard addressed at each workstation (include person's name next to standard). Each individual workstations lists a clear & concise description of:</p> <ul style="list-style-type: none"> ▪ title & author of picture book; ▪ procedures for teacher think aloud of reading & the FCRR workstation activity; ▪ procedures for student engagement with FCRR activity & how the teacher will check for understanding; ▪ formative assessment (graphic organizer). 	10	
<p>Picture Book & Lesson Objective: The teacher explicitly states the workstation objective/purpose at the beginning of the lesson. The teacher reads the picture book and explicitly models how to use the picture book to complete the FCRR activity.</p>	1	
<p>Teacher Think Aloud: The teacher explicitly shows students how to think about the picture book by talking about his or her own thinking & understanding of the book while reading. The teacher models his or her thinking to show to students how to use text evidence to complete the FCRR activity.</p>	2	
<p>Student Engagement: The students clearly understand the FCRR workstation activity and they are clearly engaged in using the picture book to complete the FCRR workstation activity. The teacher provides verbal feedback to student(s) on their progress with the activity.</p>	3	
<p>Formative Assessment: The teacher provides verbal feedback to students based on the workstation's lesson objective. A formative assessment (graphic organizer) is used to assess each student's mastery of the workstation objective.</p>	2	
<p>Pacing: For each workstation rotation, the teacher adequately paces the lesson in 8-10 minutes. Students have adequate time to complete the FCRR activity using picture books.</p>	2	
TOTAL	20 points	

Grading Rubric: Field Experience Student Evaluation & Field Experience Clinical Assignment Log (10 points)

Criteria	Meets Standard	Does Not Meet Standard
<p>Student Evaluation by Cooperating Teacher</p>	<p>Shows a rating of <i>satisfactory</i> in each of the following domains:</p> <ul style="list-style-type: none"> ▪ professional behavior ▪ teaching knowledge ▪ personal growth <p>Includes cooperating teacher’s signature.</p> <p>Submits the <i>Student Evaluation by Cooperating Teacher</i> in class (last day) and on Blackboard.</p>	<p>Shows a rating of <i>unsatisfactory</i> in each of the following domains:</p> <ul style="list-style-type: none"> ▪ professional behavior ▪ teaching knowledge ▪ personal growth <p>Does not have cooperating teacher’s signature.</p> <p>Does not submit the <i>Student Evaluation by Cooperating Teacher</i> in class (last day) or on Blackboard.</p>
<p>Field Experience Clinical Assignment Log Sheet</p>	<p>Documents 10 hours of classroom field experience with the date; time-in/out; cooperating teacher’s signature; & activities/comments.</p> <p>Submits the <i>Field Experience Clinical Assignment Log Sheet</i> in class (last day) and on Blackboard.</p>	<p>Does not document 10 hours of classroom field experience with the date; time-in/out; cooperating teacher’s signature; & activities/comments.</p> <p>Does not submit the <i>Field Experience Clinical Assignment Log Sheet</i> in class (last day) and on Blackboard.</p>

FIELD EXPERIENCE STUDENT EVALUATION

UTEP Student Intern _____

Grade Level _____ Field Experience Observation Dates: _____

Directions: UTEP student interns are expected to demonstrate professional practices and responsibilities during their clinical field experiences. *Please rate your UTEP student intern's level of mastery as satisfactory (S) or unsatisfactory (U) in the domains of professional behavior, teaching knowledge, & personal growth.*

Domain	Rating (Satisfactory/S or Unsatisfactory/U)
<p><u>Professional Behavior</u></p> <ul style="list-style-type: none"> • <i>Demonstrates professional appearance</i> • <i>Demonstrates timeliness</i> • <i>Attendance is consistent & scheduled in advance.</i> • <i>Demonstrates clear & accurate communication skills</i> • <i>Demonstrates good problem-solving skills & judgment.</i> • <i>Takes initiative & actively participates in classroom activities.</i> • <i>Behaves in accordance with the Code of Ethics & Standard Practices for Texas Educators.</i> 	
<p><u>Teaching Knowledge (during clinical field experience)</u></p> <ul style="list-style-type: none"> • <i>Demonstrates knowledge of literacy tools—leveled texts, instructional aids, anchor charts, trade books, & assessments.</i> • <i>Demonstrates knowledge of grouping practices—effective whole group, differentiated small group & individual activities.</i> • <i>Demonstrates knowledge of culturally responsive instructional strategies & practices.</i> • <i>Demonstrates knowledge of the integration of technology with literacy, math, science, or social studies content.</i> 	
<p><u>Personal Growth</u></p> <ul style="list-style-type: none"> • <i>Demonstrates a willingness to collaborate and learn new strategies.</i> • <i>Reflects on teaching and accepts constructive feedback.</i> • <i>Engages in on-going inquiry about teaching & learning and sets professional goals to improve teaching.</i> 	

School _____ Grade Level _____

Cooperating Teacher _____ Date _____
(print name)

Cooperating Teacher's Signature: _____

FIELD-BASED EXPERIENCE CLINICAL ASSIGNMENT LOG SHEET

Student Name: _____ UTEP ID Number _____

Supervising UTEP Professor Name: Dr. Kathleen Mein

Course for which the the field-based experience was completed: RED 4338 Literacy & Language Arts Methods

Name of school where field-based experience was completed:

Date	Time In	Time Out	Grade level	Content covered In classroom or Instructional Setting (Math, Literacy, Science, Social Studies, Visual Arts, etc.)	Printed Name Of Cooperating Teacher	Signature of Cooperating Teacher	Description of Activity or Observation

Total Hours Completed: _____

Supervising UTEP Professor Signature: _____

Field-based Experience Notes #1

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Experience #1: A diagram of the classroom that includes seating, work stations, library, & anchor charts.

Also submit on Blackboard (BB) a 500-word, typed reflection paper that includes citations about the field experience #1 focus topic on 2/21/19. For field experience #1, write about the *integration of literacy with content subjects, & organizing for literacy and how you actively supported classroom instruction in your cooperating teacher's classroom.* Synthesize and reflect on the topic using citations from the required readings.

Field-based Experience Notes #2

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Notes #2: Write the 8:00 AM until 3:30 PM daily classroom schedule in your cooperating teacher's classroom.

Also submit on Blackboard a 500-word, typed reflection paper that includes citations about the field experience #2 focus topic on 3/28/19. For field experience #2, write about classroom assessment (formative, diagnostic & high stakes tests) and the daily 5. Include detailed information about *how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.

Field-based Experience Notes #3

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Experience #3: Outline your cooperating teacher's PBIS Classroom Discipline Plan

Also submit on Blackboard a 500-word, typed reflection paper that includes citations about the field experience #3 focus topic on 4/11/19. For field experience #3, write about differentiated lessons, oracy instruction, and include detailed information about *how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.

Field-based Experience Notes #4

Student Name: _____ UTEP ID Number: _____

Date of Field Experience _____ Field Experience # _____ Duration _____

Grade level _____ Signature of Mesita ES Cooperating Teacher: _____

Field Experience Notes #4: Draw a diagram of the classroom technology & digital learning tools in your cooperating teacher's classroom.

Also submit on Blackboard a 500-word, typed reflection paper that includes citations about the field experience #4 focus topic on 4/25/19. For field experience #4, writing across the curriculum and include detailed information about *how you actively supported classroom instruction in your cooperating teacher's classroom*. Synthesize and reflect on the topic using citations from the required readings.

